**Knowledge of Adult Learning Principles**

* Recognizes that adults bring rich life experiences and knowledge to the learning environment, and incorporates these experiences into the learning process
* Values a cooperative learning environment with mutual trust and clarification of expectations while using a variety of instructional strategies, positive encouragement, and practical, experiential learning activities
* Articulates that adult learners are self-directed, self-motivated, engaged in the learning process, and want control over the learning material and how it is applied
* Understands that adults are scaffolding new concepts within existing knowledge, and communicates why the new information is important to learn

**What Makes an Effective Early Childhood Professional Development Provider?**

**Professionalism/Ethics/Cultural Competence**

* Is aware of own assumptions, values, and biases and how they influence interactions with participants
* Remains current on laws, regulations, policies, and evidence-based practices
* Demonstrates competence on culturally appropriate practice
* Acquires, develops, and modifies strategies and resources to meet the needs of participants with diverse abilities, cultures and learning preferences (auditory, visual, tactile, kinesthetic)
* Presents a professional demeanor including appropriate dress/appearance, spoken language, and body language
* Maintains appropriate confidentiality, privacy, and self-disclosure

**Instructional Design**

* Designs instruction based upon a needs assessment of the participants; their learning characteristics; their knowledge, experience, and challenges with the course content; and the goals of the professional development activity
* Incorporates a variety of participant-centered instructional strategies into the curriculum to increase engagement during professional development, retention and application
* Includes active learning techniques to address the needs of all types of adult learners, the three primary principles of [Universal Design for Learning](http://www.udlcenter.org/aboutudl/udlguidelines) (multiple means of representation, action and expression, and engagement) and a variety of instructional methods (individual, small and large group activities; hands-on and interactive activities; humor; storytelling; case studies; project-based work; manuals or handouts; technology; and training tools)

**Instructional Design**

* Identifies and states measurable and performance-based learning objectives in the curriculum
* Creates agenda, outlines, and scripts that include essential content; effective openers, closers,  transitions, and summaries; and opportunities for evaluation
* Prepares instructional materials including manuals, handouts, electronic media, and other tools to  support content acquisition
* Assesses and revises instructional design utilizing multiple strategies (reviews by subject matter experts, participant satisfaction surveys, pre/post test results, long-term follow-up feedback)

**Delivery of Professional Development**

* Prepares for professional development by gathering critical information including characteristics and prior knowledge of the participants, training environment, available technology, time frame, content, and learning objectives
* Displays confidence and competence with instructional content and participant interactions; demonstrates flexibility and adaptability; prepares for unanticipated training events
* Organizes the learning environment to maximize comfortable and active participation (e.g., room arrangement, lighting, use of technology); makes accommodations for participants
* Demonstrates organizational and time management skills by stating measurable learning objectives; providing and following an agenda with breaks identified; and preparing participants for what is coming next
* Communicates clearly, logically, and effectively to express ideas, concepts, and explanations; gives clear, succinct instructions for activities
* Uses a variety of delivery techniques to present content and engage participants including pausing, using voice inflection and thought-provoking questions; respectfully dealing with difficult participants; incorporating hands-on and interactive activities; using humor, storytelling, case studies, project-based work; manuals and handouts; and employing technology and training tools when possible
* Fosters learning and ensures that content is reinforced by connecting participant feedback to the content; using a variety of reflective and open-ended questions; using repetition and memory strategies; and periodically checking for understanding of key points
* Balances instruction and guidance with participant input; responds appropriately and effectively to questions; provides constructive feedback
* Provides participants with an opportunity to evaluate training; revises training delivery based upon input

**Technology**

* Skillfully uses electronic media/equipment to enhance the learning experience in a variety of venues (face to face, webinars, telephone), with a variety of software (PowerPoint, Prezi, Google Docs/Presentation, Adobe, GoTo Meeting, etc.), and with a variety of equipment (computers, telephones, LCD or other projectors, etc.)

**Technology**

* Uses technology (social media, online scheduling tools, posting reminders, email, etc.) to support participation in professional development and compliance with the American with Disabilities Act (ADA)

**Field/Professional Experience**

* Has 3 or more years of relevant experience serving young children and their families and demonstrates an understanding of developmental stages from birth to age 8
* Has provided a minimum of 24 clock hours of professional development to early childhood practitioners
* Provides current professional references and/or training evaluations from training delivered within the past five years
* Annually completes at least 15 clock hours of training in evidence-based practices of early childhood and/or professional development

Quality Assurance Workgroup Virginia Cross-Sector Professional Development Team [www.vcpd.net](http://www.vcpd.net)

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